**Lesson Plan -** **US History**

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| **Course: US History** | **Unit 1 – Civil War and Reconstruction** | **Instructor: McDonald/Schmitt** |

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| **Objective:** Students will be reintroduced to the origins of American society and its relationship to modern society | **Date(s):** | |
| **Standard/Benchmark:** [LA.1112.1.6.1](http://connected.mcgraw-hill.com/ssh/DA1BAB62-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.2](http://connected.mcgraw-hill.com/ssh/DA1E254A-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.3](http://connected.mcgraw-hill.com/ssh/DA1E3DB4-4B74-11DB-ABAF-F681ADECFD11), [SS.912.A.1.2](http://connected.mcgraw-hill.com/ssh/AF2FEA9A-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.1.4](http://connected.mcgraw-hill.com/ssh/AF30C56E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.1.2](http://connected.mcgraw-hill.com/ssh/AF53D4E6-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.4.2](http://connected.mcgraw-hill.com/ssh/AF5A8DFE-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.4.3](http://connected.mcgraw-hill.com/ssh/AF5AF8CA-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.H.3.1](http://connected.mcgraw-hill.com/ssh/AFA60162-CCB8-11DD-A7C8-69619DFF4B22) Common Core - RH 1, 11-12 RH 2, 11-12 RH 3, 11-12 RH 4, 11-12 RH 9, 11-12 RH 7 (**see attached standards lists**) | | |
| **Essential Question:** How did aspects of Reconstruction both help and hurt the freed slaves throughout the country? | | |
| **Instructional Focus (FCIM):**  Cause and Effect, Compare and Contrast, Implied Meaning, reliability and validity | **Materials:** Textbook, Cornell-notes, projector | |
| **Vocabulary (for active Word Wall):** Slavery, westward expansion, Compromise of 1850, Fugitive Slave Act, Kansas-Nebraska Act, Dred Scott, Anaconda Plan, Emancipation Proclamation, Gettysburg, Appomattox, Black Codes, Carpet Baggers, 13/14/15 | **Cross Curricular Connection:** Writing and reading support Language Arts/Reading Classes |

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| **Warm-up/Opening:**  Students will engage in a quick write activity: “What was the real cause of the Civil War – Slavery, States Rights or something else?” Students will complete the activity on their own and instructor led discussion to follow. Instructor will rotate around the room to make sure students are focused on their work and help aid understanding. Students will also be allowed the opportunity to revisit confusing areas. | **Time10** |  | **Teacher Notes:** | **Instructional Strategy:**  Gradual Release - WICOR  **Instructional Strategy (Writing):** Vocabulary, SRE (statement-identify argument-Explain evidence)  **Essential Reading Strategy (Student):**  Making Connections (comprehension)/context clues |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. Focus on making connections | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will begin discussion on the new unit. This unit will cover reviewing “American Civil War.” The focus of today’s lesson will be “Reconstruction.” Instructor will pass out any necessary handouts. Students will be required to listen, ask, and answer questions in order to familiarize themselves with the topic, key ideas and terms. Students will also be required to take Cornell notes pertaining to relevant information regarding the topic. | **Time**  **20** |
| **Student Work Period:**  Students will engage in a political cartoon analysis activity. Questions will be provided and students will analyze political cartoons about Reconstruction. If time allows, students will read pages 67-69 explaining Reconstruction in the South following the Civil War. As students read they will create a Word Web chart that highlights different aspects of the period of Reconstruction and how they connect to one another. Upon completion, students will put their ideas of the key themes on the board and the class will have a discussion about the important ideas. Instructor will rotate around the room and make sure groups are on task and then guide discussion. Group share out prior to end of class. Writing activity to close class – SRE based on the Essential Question of the day. | **Time**  **45** | **Scripted Higher Order Questions**   * ***What were the advantages and disadvantages for the North and the South at the start of the war?*** * ***When did the war change from a battle over preserving the Union to a war to end slavery? What caused this change?*** | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work (see above)  **Homework:** Unit packet with identifications and higher order questions | **Time**  **10** | **Reflection on Lesson** | |

**See Attached for information below**

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| **Data Utilized to Identify Students for Differentiated Instruction:**  **Formative and summative data from class test, state tests and individual observation.**  **Marzano’s 9 High-Yield Strategies**   1. Identifying Similarities & Differences 2. Summarizing & Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive**  Assignment(s):   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction   Student(s):  .    To be determined | **Differentiated Instruction**  **Small Group – Proficiency**  Assignment(s):   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s):  To be determined | **Differentiated Instruction**  **Small Group – Enrichment**  Assignment(s):   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s):  To be determined |